



## Geography Long Term Plan 2020–21 ongoing

### Rationale:

Inspire a curiosity & fascination about the world & its people to remain with pupils for the rest of their lives.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p>Simple routes – using Little Red Riding Hood</p> <p>Directional language (near, far, left, right) and simple compass directions: N, S, W, E</p> <p><i>Skills and fieldwork</i></p>	<i>Not being specifically taught</i>	<i>Not being specifically taught</i>	<i>Not being specifically taught</i>	Local area study - Alice's Oxford	Weather around the world
<b>Year 2</b>	<i>Not being specifically taught</i>	<i>Not being specifically taught</i>	<p>Knowledge of the countries, capital cities and surrounding seas of the UK.</p> <p>Knowledge of poles, Equator, continents, countries and oceans</p> <p>Weather and climate, hot and cold areas of the world</p>	<i>Not being specifically taught</i>	<p>Study and map a local area - The Kidneys and the River Thames</p> <p>Geography of school –aerial photo (Google Maps) school map, directional language and use of a simple key including symbols</p>	Comparison of UK and Non-European settlement



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<i>Not being specifically taught</i>	Study of South American rainforests	<i>Not being specifically taught</i>	Distribution of natural resources (The World Came to My Place Today)	<i>Not being specifically taught</i>	Mapping your local area – journey to school with a simple key and 8 point compass directions
<b>Year 4</b>	<i>Not being specifically taught</i>	Environmental study: Conservation	<i>Not being specifically taught</i>	Knowledge of UK counties, cities and geographical regions  What symbols are used on OS maps? How can we find places on OS maps	Renewable and non-renewable energy	<i>Not being specifically taught</i>
<b>Year 5</b>	<i>Not being specifically taught</i>	Mapping skills – recognising how physical and human features are shown, including contours for height  – 4 fig grid references and compass directions  E.g. Map of Middle Earth	<i>Not being specifically taught</i>	Land use and the destruction of natural habitats	<i>Not being specifically taught</i>	Mountains and rivers including the water cycle



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	<i>Not being specifically taught</i>	Geography of an island nation: Japan including volcanoes and earthquakes	<i>Not being specifically taught</i>	Field work – River Wye and Brecon Beacons (Woodlands link)  6 fig grid references and human/physical features on a map	<i>Not being specifically taught</i>	Climate change and conservation  Latitude, longitude, Equator, hemispheres,  Tropics, Arctic, Antarctic, meridian line, time zones

#### Progression of mapping skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Progression of mapping skills</b>	Directional language (near, far, left, right) and simple compass directions (N,S,W,E)	Aerial photo (Google Maps) school map, directional language and use of a simple key including symbols	Simple key and 8 point compass directions	Symbols on OS maps. How to find places on OS maps	4 fig grid references and compass directions Contours to show relief on a map	6 fig grid references and human/physical features on a map

- Plans, maps, compass, globes, atlases and aerial images used through KS1 and KS2. OS maps used in KS2.